



Building  
Relationships  
with Families

## Planning to Serve the Diego Family

Session 9

# SpecialQuest

Multimedia Training Library

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*Supporting Infants and Toddlers with Disabilities  
and Their Families in Inclusive Settings*

Developed by

**The Hilton/Early Head Start Training Program**

California Institute on Human Services | Sonoma State University



SESSION  
9



## Planning to Serve the Diego Family

SESSION

9

### *Facilitator's Planning Worksheet*



**3 hours,  
15 minutes total**

## Planning to Serve the Diego Family

### Learning Outcomes

- ♦ *Participants will consider one family's strengths, dreams, and needs in relation to their own program's practices.*
- ♦ *Participants will identify the Causes to Pause affecting their program's ability to serve this one family, analyze the Cause to Pause with the highest priority, and develop a plan to address this challenge.*

Agenda	Length	Facilitator
Introduction and Overview	5 minutes	
Agree on Ground Rules	5–10 minutes	
Getting to Know the Diego Family	35 minutes	
Introduction	10 minutes	
View DVD: <i>Francisco and the Diego Family</i>	10 minutes	
Large-Group Discussion	15 minutes	
Planning to Serve the Diego Family	50 minutes	
Lecturette	5 minutes	
Small-Group Discussion	30 minutes	
Large-Group Share-Back	15 minutes	

## Icon Key



Chart



Note



Handouts



DVD



Key Point

Agenda	Length	Facilitator
Cause to Pause Problem Solving	<b>1 hour, 25 minutes</b>	
Cause to Pause Analysis and Action Planning	<i>1 hour, 10 minutes</i>	
Large-Group Share-Back	<i>15 minutes</i>	
Wrap-Up	<b>5 minutes</b>	
Reflections/Continuous Improvement	<b>10 minutes</b>	

## Facilitator Team

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 Name/Family Voice

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 Name/Early Care and Education Voice

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 Name/Early Intervention Voice

## Presentation

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 Date/Time

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 Location

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 # of Participants

## What you will need:



### Equipment:

- ☐ LCD/DVD/Monitor



### Charting Equipment:

- ☐ Flip Chart and Markers
- ☐ Masking Tape or Pins



### DVD:

- ☐ *Francisco and the Diego Family*



### Handouts (English/Spanish):

- ☐ #1 Learning Outcomes
- ☐ #2 Meet the Diego Family
- ☐ #3 Acknowledgements: *Francisco and the Diego Family*
- ☐ #4 Guided Viewing: *Francisco and the Diego Family*
- ☐ #5 Planning to Serve the Diego Family
- ☐ #6 Planning to Serve the Diego Family:  
Cause to Pause Workbook

## Important Considerations

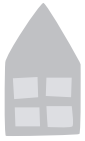
Please note that the DVD, *Francisco and the Diego Family*, serves as a discussion starter. In reality, we would never discuss a family without the participation of its members. We want to thank the members of the Diego family for sharing their lives with us and allowing us to learn from their experiences. Their story will help us think about the work we do with young children and their families.

Our country's population is becoming increasingly diverse and mobile. While it may seem as if the families in your community do not have much in common with the Diego family, on closer consideration, you will find that the joys and issues of their lives are similar to those of families everywhere.

Facilitators should promote thoughtful reflection about the Diego family's cultural values and beliefs and how these influence the services they receive. It is essential that facilitators model nonjudgmental attitudes.

Facilitators should review the workbook and be familiar with the process. For more information on the Cause to Pause process, refer to the "Facilitator's Guide."

This session is most effective when teams of participants from programs or communities participate in the planning. If the group is comprised of individuals from different programs, they may need to work individually on developing a plan for their community and consider how they would share that information with and gather the input and perspectives of others in their program or community.



## Planning to Serve the Diego Family

SESSION

9

### *Facilitator's Script*



3 hours,  
15 minutes total



5 minutes

## Planning to Serve the Diego Family

### Introduction and Overview

Welcome to our session, "Planning to Serve the Diego Family."

My name is \_\_\_\_\_. I represent the voice of \_\_\_\_\_  
(family, early intervention, early care and education). Facilitating with  
me today are \_\_\_\_\_ (name/voice) and \_\_\_\_\_  
(name/voice).



**Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.**

This session will introduce you to a family with young children with disabilities. You will learn about the family's strengths, dreams, and needs. Then you will examine your program's practices in relation to serving the Diego family and identify areas that need to be addressed. A problem-solving process will be used to analyze and plan for a high-quality early care and education experience for the Diego family and all families that you serve.

## Planning to Serve the Diego Family



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitator's Guide.

### Learning Outcomes



#### Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ♦ *Participants will consider one family's strengths, dreams, and needs in relation to their own programs' practices.*
- ♦ *Participants will identify the Causes to Pause affecting their program's ability to serve this one family, analyze the Cause to Pause with the highest priority, and develop a plan to address this challenge.*



## Agenda

Agree on Ground Rules

Getting to Know the Diego Family

- Introduction
- View DVD: *Francisco and the Diego Family*
- Large-Group Discussion

Planning to Serve the Diego Family

- Lecturette
- Small-Group Discussion
- Large-Group Share-Back

Cause to Pause Problem Solving

- Cause to Pause Analysis and Action Planning
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement

*5–10 minutes*

## Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.

**35 minutes total***20 minutes*

## Getting to Know the Diego Family

### Introduction

Today you will meet Francisco and the Diego Family in a DVD that was produced by the Hilton/Early Head Start Training Program. We want to thank the entire Diego family for so generously sharing their lives with us. The purpose of this DVD is to help you apply your knowledge and skills in working with infants and toddlers with disabilities and their families and consider your program practices. You will have time to problem solve and plan how to best serve families of young children with disabilities, based on the example provided by the Diego family. Please note, we would always take the family's lead in determining what services are appropriate for their child and family. However, for the sake of this learning activity, we ask you to consider the DVD and guided viewing questions based on the information the Diegos have shared with us.



**Handout #2: Meet the Diego Family**



**Ask participants to take 2–3 minutes to read the handout, “Meet the Diego Family.”**

Do you have any questions?



**Handout #3: Acknowledgements: *Francisco and the Diego Family***

**Handout #4: Guided Viewing: *Francisco and the Diego Family***



*10 minutes*

## **View DVD: *Francisco and the Diego Family***

Please take out the Guided Viewing Handout #4 and record your thoughts to the following questions as you view this DVD, *Francisco and the Diego Family*:

- ♦ *What did you learn about the Diego family’s strengths, dreams and needs?*



**Start DVD: *Francisco and the Diego Family* (10 minutes)**

You heard Mr. Diego tell us about his dreams for his family. Mrs. Diego also spoke to us about her dreams, and, while her words are not included in this version of the DVD, we want to share them with you:

“My dreams have come true . . . because in this country they [Francisco and Catarina] get medical care and help. If they were in Guatemala, I think they would not have survived.”

## Planning to Serve the Diego Family

*15 minutes***Large-Group Discussion**

Do you have any general reactions to the DVD?



**Accept general reactions for 2–3 minutes and then move on to the assigned question.**



*What did you learn about the Diego family's strengths, dreams, and needs?*



**Chart comments.**



**Add the following key points not mentioned by the group:**

- ♦ *This is a loving family.*
- ♦ *They care for their children.*
- ♦ *They are hard-working.*
- ♦ *The family is resourceful.*
- ♦ *They value education.*

**50 minutes total***5 minutes*

## Planning to Serve the Diego Family

### Lecturette

It is important to take time to think about where your program is in relation to all the families that you serve. This helps determine the program's strengths and the areas that need improvement. Ongoing reflection and problem solving is a critical aspect of program growth and development. It is essential to review and revise your program's practices and policies continually to ensure responsiveness to community needs. The areas that you identify as challenges to that responsiveness are those that cause you to stop, think, and plan before you can move on. They are what we call "Causes to Pause." High-quality programs incorporate this process into their normal, everyday practices to ensure continuous improvement.

The Diego Family has just moved to your community, and Francisco is enrolling in your early care and education program. There is an opening, so he does not have to wait. If your program provides child care, he will be enrolled in full-day care. If you have a home visiting program, you will need to help Mr. and Ms. Diego find full-day child care as soon as possible. If you require any additional information, make it up as you go along. This activity is designed to provide you with an opportunity to review the way your program works. Think about the Diegos as you review the questions in your handout.

*30 minutes*

## Small-Group Discussion

### Handout #5: Planning to Serve the Diego Family

Break into small groups. Each small group will discuss the program practices listed on your handout. They are:

#### Enrollment

- ♦ *What program practices and policies are needed to facilitate Francisco's prompt enrollment?*
- ♦ *How will you prepare all staff members before Francisco enters the program, especially with regard to their ability to respond to his medical needs?*
- ♦ *Consider the processes that are in place to ensure that everyone involved with Francisco knows the specialized techniques they need.*
- ♦ *Consider the processes that are in place to ensure that early care and education staff receive ongoing information and support from early intervention service providers.*

#### Individualized Family Service Plan (IFSP) Development

- ♦ *How would you prepare to participate as part of Francisco's IFSP team?*
- ♦ *What would your role be?*
- ♦ *How can the services he needs be provided as part of his center-based care and coordinated so that his family is fully informed and all service providers are kept up-to-date?*

### Communication and Collaboration

- ♦ *What processes are in place to ensure that everyone working with Francisco can share information and ideas with the early intervention service providers who may not see Francisco often?*
- ♦ *How might you ensure the family is always informed and involved in those communications and decisions?*

### Family Leadership

- ♦ *In what ways does your program actively involve and provide leadership opportunities for families who have heavy work schedules, such as the Diegos?*

### Transition

- ♦ *What would the transition plan for Francisco look like? When would it begin? Who would take the lead?*
- ♦ *How would all of the providers be involved in the process? How would this affect Mr. and Mrs. Diego?*

Identify the areas that your program would need to address in order to provide a positive experience for Francisco and his family. Then, from that list, identify the most critical issue, or Cause to Pause, that you need to address in order to serve the Diego family well.

As you go over this list, you will probably find areas in which your program is strong and areas that need more work. Make a list of both. Then select the most pressing need, or Cause to Pause. You will have time later to work on a plan for your program to address that Cause to Pause.

You have 30 minutes to discuss these questions and identify your primary Cause to Pause. Please be prepared to share the Cause to Pause you will address first in serving the Diegos.



Facilitators should check on the progress of each group and be sure that participants are identifying priority areas for further work. Five minutes before the end of this activity, remind the groups to identify their Cause to Pause for the share-back.



15 minutes

### Large-Group Share-Back

Will each small group share the Cause to Pause that you identified as your most pressing issue in serving Francisco and his family?

Each group has about 2 minutes to share their “big issue.”



1 hour,  
25 minutes total

### Cause to Pause Problem Solving

#### Cause to Pause Analysis and Action Planning

Causes to Pause—meaning challenges, barriers, and/or issues—are inevitable. Teams will accomplish much more if they expect Causes to Pause and view working through them as one of the stimulating and rewarding (if sometimes frustrating) aspects of their work.

The real work in serving infants/toddlers with disabilities and their families is recognizing that service is about working through these challenges and barriers. Challenges can often be solved if you understand the source of the problem. Understanding the source of the problem helps you decide on the best approach to use in resolving the issue.

In this activity, you will use the Cause-to-Pause problem-solving process to identify the source of the barrier and specific strategies to improve the quality of services to infants/toddlers with disabilities and their families in your own program/community.



1 hour,  
10 minutes



Refer to the Cause to Pause that you identified in the last activity. You will use the “Cause to Pause Workbook” to plan changes to address your Cause to Pause.



### **Handout #6: Planning to Serve the Diego Family: Cause to Pause Workbook**

Please find the “Cause to Pause Workbook” (Handout #6) and follow along to review the steps in the Cause-to-Pause problem-solving process. We will go over the workbook together, and then you can begin to work with it.

#### **1. Identifying the Cause to Pause**

The first step in the Cause-to-Pause activity is “Identifying the Cause to Pause” that your program needs to deal with before Francisco is enrolled.

#### **2. Visualizing What You Want**

It is critical that everyone on your team or everyone in your program or everyone in your small group is clear on what you collectively want to have happen so you can efficiently plan how to make it happen. This is one of the most important parts of the process. If you all agree on exactly what you want things to be like, it will be much easier to see how to get there.

### 3. Cause to Pause Analysis

“What’s the Cause of this Pause” helps you to analyze the source of your barrier or challenge.

Understanding the cause of a problem can help you figure how to resolve it. Common sources of challenges to inclusion are:

- ♦ *Systems issues*
- ♦ *Relationship issues*
- ♦ *Environmental/curricular issues*
- ♦ *Attitudinal issues*

Knowing if you have a systems issue, a relationship issue, an environmental/curricular issue, or attitudinal issue can be particularly helpful in knowing where to direct your energies to make a change and resolve your challenge.

### 4. Strategizing Solutions/Resolutions

Now let’s look at the next section, called “Strategizing Solutions/Resolutions,” on page 8. You will gather information and consider possible strategies based on the sources of the barrier. It is common for people to rush to fix the problem, to make things okay as soon as possible. But taking the time to gather all the needed information and consider a variety of strategies usually results in better solutions.



**Briefly review the questions in this section (Strategizing Solutions/Resolutions). It is important that participants understand how to use this section and the questions in it. However, please be sure they don’t get bogged down in their small groups trying to answer every question; but instead, select the most pertinent ones.**

## 5. Action Plan to Resolve a Cause to Pause

The next section, on page 11, is a form, called “Plan to Resolve a Cause to Pause.” Developing specific plans, assigning responsibilities clearly, and checking in with one another helps to bring matters to closure. You will have time to develop your plan for your Cause to Pause right here.

## 6. Implement the Plan

A plan is not much good unless you implement it. Too many plans sit in file cabinets and are never put into action. Of course, you can’t do these last 2 steps today, but you can take your plan with you by the end of today’s session.

## 7. Evaluate the Plan

The last step is very important. Take the time to stop and evaluate, see how things are going, and revise as needed as you go along.

Do you have any questions about the “Cause to Pause Workbook”?

You will have 1 hour to work in your small groups. Remember not to get bogged down in any one section, but to move through each of the sections in the time allotted. Manage your time so you are able to develop a strong action plan to help your program move forward. When we come back together, be prepared to share one Cause to Pause, one source—a cause of your pause (step 3 in your workbook), and 1 specific strategy in your action plan. We hope that this action plan will lead to quality services for all the families you serve.

## Planning to Serve the Diego Family



15 minutes

### Large-Group Share-Back

Each group has 2–3 minutes to share back.



5 minutes

### Wrap-Up

Working with infants and toddlers with disabilities and their families requires that team members have positive attitudes toward overcoming challenges and that teams master problem-solving skills. The Diego family story has given you the opportunity to consider 1 Cause to Pause and develop a plan to address this challenge.

Knowing how to tackle problems is an essential skill for teams who serve infants and toddlers with disabilities and their families. You used the “Cause to Pause Workbook” process today to develop a plan to address an issue facing your program. We hope you find the workbook process useful in your ongoing problem solving and continuous improvement.



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*Are there any questions or comments about the training today?*

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**Review Learning Outcomes.**

**See Facilitator’s Guide**

*10 minutes*

## Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



**Gather Continuous Improvement feedback.**

**See Facilitator's Guide.**

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session, and what could be done to improve.



Divide a piece of chart paper into two columns, as shown. Entitle one column **"What worked?"** and the other column **"Suggestions for improvement."**

What worked?	Suggestions for improvement?



Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.

SESSION  
**9**

## Planning to Serve the Diego Family



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*What worked for you today?*

*What suggestions for improvement do you have?*

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Thank you for your participation today.

## End training session



## Learning Outcomes

- ◆ *Participants will consider one family's strengths, dreams, and needs in relation to their own program's practices.*
- ◆ *Participants will identify the Causes to Pause affecting their program's ability to serve this one family, analyze the Cause to Pause with the highest priority, and develop a plan to address this challenge.*



### Session 9 Handout #1



## Meet the Diego Family

Felipe and Eulalia Diego immigrated from Guatemala in 1986. Most of the year, they live with their 5 children in southern Florida. Micaela is 10, Juan is 8, Alfredo is 6, Catarina is 5, and Francisco is 27 months. Both Catarina and Francisco have Down Syndrome.

When Mr. and Mrs. Diego came to the United States, they spoke Konjoval. Since Spanish is spoken by Mr. Diego's co-workers and in their neighborhood, both are now proficient in Spanish. Mr. Diego works in the fields—often seven days a week—and migrates with the crops from Florida to New Jersey. Mrs. Diego is no longer able to travel with him because of the needs of her two youngest children. In addition to supporting their family in the United States, Mr. Diego regularly sends money to his parents and relatives in Guatemala.

Both Catarina and Francisco had serious medical problems when they were babies. Until recently, Francisco received services in a school program for children with serious medical needs, which was at least an hour's bus ride from home each way. He is now receiving child care at Early Head Start (EHS) and receiving physical therapy (PT), occupational therapy (OT), and speech and language intervention at the Early Head Start (EHS) center and thriving. His heart condition needs careful monitoring, and his hands often have a purple or bluish tinge.

### Session 9 Handout #2





## *Francisco and the Diego Family*

### Acknowledgements

We would like to acknowledge the following family members and program staff for their contributions in the development of this DVD. The *Francisco and the Diego Family* DVD was produced by Joan E. Porter and Gary Christian Film and Video, in collaboration with the Hilton/Early Head Start Training Program, in 2001. The Diego family and staff from the Early Head Start offered us the hospitality and support that enabled this project to come together. Our sincere appreciation is extended to each of them:

- ◆ *Catarina Diego, Child, Imokalee, Florida*
- ◆ *Felipe Matias Diego, Parent, Imokalee, Florida*
- ◆ *Francisco Felipe Diego, Child, Imokalee, Florida*
- ◆ *Juan Diego, Child, Imokalee, Florida*
- ◆ *Alfredo Diego Felipe, Child, Imokalee, Florida*
- ◆ *Eulalia Manuel, Parent, Imokalee, Florida*
- ◆ *Rosa Martinez, Parent and Family Support Specialist, Early Head Start, Redlands Christian Migrant Association, Imokalee, Florida*
- ◆ *Micaela Matias, Child, Imokalee, Florida*
- ◆ *Gyla Wise, State Director of Health, Early Head Start, Redlands Christian Migrant Association, Imokalee, Florida*



## Guided Viewing: *Francisco and the Diego Family*

As you watch the DVD, consider the following question:

*What did you learn about the Diego family's strengths, dreams, and needs?*

### Session 9 Handout #4



## Planning to Serve the Diego Family

Identify the areas your program would need to address to provide a positive experience for Francisco and his family. Then, from that list, identify the most critical issue, or Cause to Pause, you need to address to serve the Diego family well.

### Enrollment

- ♦ *What program practices and policies are needed to facilitate Francisco's prompt enrollment?*
- ♦ *How will you prepare all staff before Francisco enters the program, especially with regard to their ability to respond to his medical needs?*
- ♦ *Consider the processes that are in place to ensure that all service providers involved with Francisco know the specialized techniques they need.*
- ♦ *Consider the processes that are in place to ensure that early care and education staff receive ongoing information and support from early intervention service providers.*

### Individualized Family Service Plan (IFSP) Development

- ♦ *How would you prepare to participate as part of Francisco's IFSP team?*
- ♦ *What would your role be?*
- ♦ *How can the services that he needs be provided as part of his center-based care; and how can they be coordinated so that his family is fully informed and all service providers are kept up-to-date?*

### Communication and Collaboration

- ♦ *What processes are in place to ensure that everyone working with Francisco can share information and ideas with the early intervention service providers who may not see Francisco often?*
- ♦ *How might you ensure the family is always informed and involved in those communications and decisions?*

#### Session 9 Handout #5



## Family Leadership

- ♦ *In what ways does your program actively involve and provide leadership opportunities for families who have heavy work schedules, such as the Diegos?*

## Transition

- ♦ *What would the transition plan for Francisco look like? When would it begin? Who would take the lead?*
- ♦ *How would all of the providers be involved in the process? How would this affect Mr. and Mrs. Diego?*

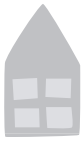


## Planning to Serve the Diego Family

# Cause to Pause Workbook

## Problem Solving: Laying the Groundwork for Success

### Session 9 Handout #6



## Identify the Cause to Pause

### Cause to Pause

(Our top priority, challenge, or barrier to providing optimal service to Francisco and the Diego family.)

### Session 9 Handout #6



## Visualizing What You Want

### What Outcome Do We Want?

(What does your team really want? What will it look like when the barrier is removed?)

### Session 9 Handout #6



## What's the Cause of this Pause?

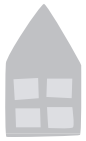
Apply the following questions to the issues your team has identified as Causes to Pause.

### Systems Issues

#### Is the issue caused by:

1. Your agency's rules and regulations?
  - Is it in the law?
  - Is it policy dictated by performance standards, regional office, or local procedures?
  - Is it "past practice"?
  - Is this negotiable? How do you determine if it is negotiable?
2. Another agency's rules and regulations?
  - Is it in the law?
  - Is it policy dictated by the agency's state regulations, local interagency council, or local procedures?
  - Is it "past practice"?
  - Is this negotiable? How do you determine it if is negotiable?
3. People in different departments within the same agency not working together?
4. People doing things the way they have always done them?
5. Lack of a procedural way to address it?
6. An interagency agreement that has been written and filed but not understood and implemented at all levels of both organizations?





## Relationship Issues

### Is the issue caused by:

1. Lack of a relationship with the most appropriate partner?
2. A negative history with the most appropriate partner?
3. A relationship with the partner on one level (example: home visitor to home visitor), without having complete understanding and trust throughout all levels of both agencies?
4. Situations where families are made to feel programs are competing with one another?
5. Confusion or anxiety about sharing responsibility and "role-release."

## Environmental/Curricular Issues

### Is the issue caused by:

1. Special health accommodations that need to be made?
2. Special nutritional accommodations that need to be made?
3. Lighting and sound adaptations that need to be addressed?
4. Touch (sensory/tactile) adaptations that need to be addressed?
5. The child's vision problems that require environmental accommodations?
6. The child requiring adaptive toys?
7. The child needing a more or a less stimulating environment?
8. Specialized equipment issues?
  - Do tables need to be a certain height?
  - Are centers sized and arranged to meet necessary accommodations?
9. Special accommodations necessary for daily routines?
10. Availability of safe and suitable play areas for ambulatory and nonambulatory children?
11. Physical barriers?
  - Does space meet the ADA standard?
  - Is outdoor space inviting to all modes of mobility?

### Session 9 Handout #6



## Attitudinal Issues

### Is the issue caused by:

1. Decision makers doing things the way they have always been done?
2. Line staff doing things the way they have always been done?
3. People operating out of fear or lack of information?
4. Lack of understanding that it is the law?
5. People worrying that they weren't "trained to do this"—i.e., work with children with disabilities and their families?
6. Concern about "whose families" are being served?
7. Discomfort . . .
  - In someone else's classroom?
  - Having someone else in your classroom?

## Strategizing Solutions/Resolutions

This portion of the workbook is used with permission from: Edelman, L. (1998). *Change Planning Worksheets*. Unpublished training material. Denver: Author.

## Systems Issues

1. Is the barrier in one agency or more than one agency? (If more than one, then consider the following questions for each agency.)
2. What organizational or management policies/procedures/practices create the barrier?
3. Whose commitment or collaboration do we need to get started?
4. Whose commitment or collaboration will we need eventually?
5. How can we communicate our issue and suggested solution and encourage commitment to making this needed change?
6. Will the change take a long time to work through? If so, are there ways we can make short-term accommodations while we continue to work on the larger issue?
7. Where will resistance be likely to arise? Why?

### Session 9 Handout #6



8. How might we approach those who resist removing this barrier?
9. What resources do we need to get started?
10. What skills do we need to learn? How will we go about building these skills?

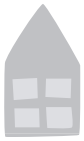
## Relationship Issues

1. What is the source of this relationship issue? (See "Causes to Pause Worksheet.")
2. Whose commitment or collaboration do we need to get started?
3. Whose commitment or collaboration will we need eventually?
4. With whom do we begin?
5. How can we communicate and encourage commitment to making this needed change?
6. Where will resistance be likely to arise? Why?
7. Will power struggles be a factor in our efforts?
8. How might we approach those who resist removing this barrier?
9. What skills do we need to learn? How will we go about building these skills?

## Environmental/Curricular Issues

1. What specifically needs to be created or changed?
2. Whom do we need to collaborate with to identify the information and resources we need?
3. How long will it take to address this barrier? Is it appropriate?  
(For example: An auxiliary generator is ESSENTIAL TODAY for a child who is on a respirator, but it may be reasonable to take 18 months to budget for and build a new outdoor play space that is accessible to ALL children.)
4. Whose commitment or collaboration do we need in order to get started (e.g., outside agencies and other departments with the same agency)?
5. Who has the authority to authorize this change?
6. Are finances an issue? If so, how can we raise the money? From whom? Who will raise it?
7. Whose commitment or collaboration will we need eventually?

### Session 9 Handout #6



8. How can we communicate and encourage commitment to making this needed change?
9. With whom do we begin?
10. Where will resistance be likely to arise? Why?
11. Will power struggles be a factor in our efforts?
12. How might we approach those who resist removing this barrier?
13. What skills do we need to learn? How will we go about building these skills?

## Attitudinal Issues

Research on inclusion shows that attitudes about disabilities change when people have met and interacted with individuals with disabilities. For example, teachers most often become comfortable having children with disabilities in their classrooms after they have worked with a child for a period of time and learned that he or she is more like the other children than different from them. Training to change attitudes and to teach people about disabilities has not proven to be as successful a way of changing attitudes as actual experience.

1. What is the source of this attitudinal issue? (See “Causes to Pause Worksheet.”)
2. Whose commitment or collaboration do we need to get started?
3. Whose commitment or collaboration will we need eventually?
4. With whom do we begin?
5. How can we communicate and encourage commitment to making this needed change?
6. Where will resistance be likely to arise? Why?
7. Will power struggles be a factor in our efforts?
8. How might we approach those who resist removing this barrier?
9. What skills do we need to learn? How will we go about acquiring these skills?

### Session 9 Handout #6



## Action Plan to Resolve a Cause to Pause

What will we do next?	Whom do we need to contact? Resources needed?	Person responsible	Meeting arrangements: time, day, location of meeting, etc.

### Session 9 Handout #6



**Session 9 Handout #6**